**Ziggurat Worksheet**Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

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| **Behavior/Areas of Concern** | **For Specific Intervention Plan**  Operationalized Behaviors  👁 👁 👁  👁 | **Selected UCC Items** | | **Check all that apply** | | |
| #5 Has difficulty making and keeping friends  #15 Asks repetitive questions  #60 Has attention problems  #64 (other) Time management  #80 Exhibits rage reactions or meltdowns  #89 Has difficulty managing stress and/or anxiety |  |
| **A** | **B** | **C** |
| Sensory and Biological | Sensory and Biological Intervention: | -Teach Chris relaxation/calming skills to use in classrooms.  - Use “green card” if severely overwhelmed to allow him back to “safe room”.  -Allow teachers to use green card if Chris has trouble identifying anxiety. | |  |  |  |
| Underlying Characteristics Addressed: | (89) Difficulty managing stress and/or anxiety  (15) Has attention problems  (80) Exhibits rage reactions or meltdowns. | |
| Reinforcement | Reinforcement Intervention: | -Token Economy  - calming skills  -peer praise  -peer buddy for lunch | |  |  |  |
| Underlying Characteristics Addressed: | (84) Difficulty managing stress  (60) Has attention problems  (80) Exhibits rage reactions or meltdowns. | |
| Structure & Visual/Tactile Supports | Structure & Visual/Tactile Support Intervention: | -Use of stress thermometer to help teach Chris about anxiety and recognize the signs that show him he needs to calm down and relax.  -Cue in teachers about relaxing/calming skills in case he cannot see/feel it himself.  -Use of social stories to teach about anxiety, mistaking making and how everyone is different. | |  |  |  |
| Underlying Characteristics Addressed: | (89) Difficulty managing stress  (60) Has attention problems  (80) Exhibits rage reactions or meltdowns. | |
| Task Demands | Task Demand Intervention: | -peer role modeling  -Use check-off list to make sure Chris is and remains on task and organized. Also so that he knows he is moving through time and space and there is a beginning, middle and end.  Use high interest activities to “motivate” Chris to remain on task until completion. | |  |  |  |
| Underlying Characteristics Addressed: | (15) Asks repetitive questions  (60) Has attention problems  (84) Has difficulty tolerating mistakes  (89) Has difficulty managing stress/anxiety. | |
| Skills to Teach | Skill Intervention: | -Develop CAPS for each academic setting – provide copies to teachers  -teach Chris how to identify cues that he is exhibiting stress/anxiety and which technique to use.  -teach Chris that getting something wrong is as valuable a learning lesson as getting something right. | |  |  |  |
| Underlying Characteristics Addressed | -Provide speech services to address pragmatic language skills such as, only asking important content questions in class, letting others make mistakes.  -reinforce Chris positively when teaching above skills. | |